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AUTHOR Pittman, Von V., Jr.
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ABSTRACT

Developments that will affect the continuing education field are discussed, with attention to the technology explosion, economic pressures, and modifications in the work force. The problem of short-term management orientation is addressed, along with the issues of state regulation of higher education and the use of telecommunications. If independent study offices are to survive on research-dependent campuses, they must accept as fact the primacy of research, at least at large state universities, as well as the importance of forming partnerships with business and industry. The independent study method is suited well to provide general education and to develop basic learning skills in private sector employees. Distance learning formats in graduate and professional education may also be needed. It is suggested that correspondence educators will adopt new high tech delivery systems as they become cost effective. Less standardization in internal regulations and operations is projected, while profound changes in philosophy are likely. Additional predictions include: women will become even more important as potential students; and correspondence study will remain an ancillary enterprise at the university level. (SW)

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The Future of Independent Study: New Roles, Markets, and Expectations

Von V. Pittman, Jr.
Director
Center for Credit Programs
The University of Iowa

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INTRODUCTION

I initially approached this assignment--to predict the impact of the future on our craft--with some trepidation. After all, how can you research such a topic? How can you come to grips with all the varied predictions, coming from all directions? Then I started to get some perspective. In talking with Monty McMahon, I mentioned that the theme of the impact of the future had a familiar ring. He agreed. About fifteen years ago, he recalled, at his first [then] NUEA conference, the conference theme was much the same, with discussions of the coming impact of technology, the need for continuing education professionals to become "change agents," and the like. I then remembered that I, too, had heard this, not once, but several times. So, there is nothing startling about this year's conference theme: "New Roles for Continuing Education." We use it at least two or three times a decade, along with its partner in triteness, "new partnerships with business and industry." And we will use "new roles" again, soon. This is my first prediction, and the one I am the most comfortable with.

In one of the most influential books of the decade, so far, Megatrends, author John Naisbitt says "In our new information society, the time orientation is to the future (1982, p. 18)." The NUCEA, and NUEA before it, anticipated this orientation long ago, to excess, I believe. As adult and continuing education practitioners, we are constantly reinventing ourselves. This goes for the professors in this discipline, also. Each generation looks at itself as the first, not as part of a tradition. And, our orientation is always to the future, however superficially. We might be better served to look back--just once--to see how our earlier predictions have turned out. We might learn something from

such a retrospective. We would then have to come to grips with actual data. Instead, we once again will construct this year's version of the future, knowing we will not be held accountable for it. Predictions of the future are remembered only about as long as conference themes, that is to say, fifteen minutes or so into the conference.

Remember throughout this diatribe that your guess is as good as mine, and that I am well aware of that fact. It is hard to reach a consensus on the future, even in general terms. Naisbitt, to take one point of view, sees the coming age as exciting and full of opportunity. We are now in the process of shaping this future, he says, exclaiming "My God, what a fantastic time to be alive (p. 252)!" Another scholar gives us a less sanguine view. China, he speculates, might be the model of what an overpopulated, resource-depleted world will be like. This world would feature rigid organization, a low level of technology, at least at the mass level, shortages of commodities and consumer goods, hard, hard work, and a general flavor of grimness. Take your pick. Our various conceptions of what independent study will be like in the coming decades will no doubt vary just as much as these versions of the world's future.

THE TECHNOLOGY EXPLOSION

The description of this session in the conference bulletin asks if changes resulting from the technology explosion, economic pressures, and modifications in the work force will affect independent study. How could we say no? Of course they will.

I'm going to be referring to Megatrends frequently. This is, as I have said, a highly influential book. Usually universal acclaim for a book

brings out the contrary streak in me. I pick at such things, looking for the flaws. But this really is a superb work that I recommend for your consideration. John Naisbitt tells us we are entering--indeed, we are already in--the post-industrial age, the information age. The "technology explosion" now under way will continue and escalate. This will certainly affect independent study, just as it will affect virtually every area of endeavor. Naisbitt states that "The cities, states, and companies that plan for the new information age will be in a position to reap its rewards. And those rewards will be ample (p. 22)." Will independent study offices be in the right position? I suspect that some will and some will not.

American industry has--over the last decade--come under fire for its short-term management orientation, the old problem of this year's bottom line having top priority. U.S. industry, according to its critics, has lost its dominance of the world economy in part because of its failure to adopt long-range planning. This includes, of course, acceptance of the need to minimize profits in the short term, or even to tolerate losses. Much the same observations could be made about higher education in general, and independent study in particular. Due to the wholly or partially self-sustaining mode of operations that most of us are engaged in, short-term thinking often is a necessity. But as American corporations must embrace, or at least accept, short-term losses in order to achieve proper positioning for long-term gain, so must our universities. And they are not going to do so just because we think it would be nice. We are going to have to demonstrate to our employers that the modernization of our products and operations is in the interests of the university as a whole, not just in the interests of our independent study offices. Independent study operations must gain a better position within their universities in order to stimulate change and to benefit from it.

Another area in which the technology explosion will certainly make itself felt is regulation. State governments are increasingly involving themselves in the business of regulating higher education (Millett, 1984). Curricular review, divisions of turf, and budgetary oversight by agencies of state government are all becoming much more common. Simultaneously, however, the actual mechanics of achieving such regulation are becoming more and more difficult. I'm speaking now of the difficult task of regulating the delivery of instruction via telecommunications. And I am assuming that all of us will gradually become more reliant on telecommunications. Further, any agreements to place limits on interstate educational activity via telecommunications could easily be extended to cover conventional correspondence study.

The whole issue of educational telecommunications is up in the air; chaos prevails. To get a sense of this state of disarray, you need look no further than the first joint statement of Project ALTEL (Assessing Long Distance Learning Via Telecommunications). ALTEL was established by the Council on Postsecondary Education (COPA) and the State Higher Education Officers Association (SHEEO), with a grant from FIPSE. In its first report (1984), Project ALTEL grappled gallantly with the issue, then took both sides. The report stated that the acts of using telecommunications to transmit an educational signal into another state should not establish legal jurisdiction in the receiving state. On the other hand, it sanctions and endorses such jurisdiction. I will quote:

> Accrediting bodies, as they do not for all other programs, should require institutions involved in long distance learning via telecommunications to have the appropriate authorization to operate in

any state in which they wish to offer instruction where these activities require such authorization.

I suggest that this kind of confused, even silly reasoning will continue. Conflict will increase. The organizations we work for will react differently. The large state universities, always the most politically sensitive, will be the most cautious, the most eager to avoid conflict. They may well hamstring our efforts. The medium-sized and smaller state schools, those that rely more on FTE funding, will be more aggressive. More aggressive yet will be the private schools, whose enrollments will drop sharply over the next decade.

ECONOMIC PRESSURES

Most of us have a pretty good idea of just how important research is to our universities. This is truest of all for the large state universities. After World War II, universities began to see research as an essential part of their mission. Those that responded thrived, with most of their support initially coming from the government. The universities' dependence on research funds grew. Research became not just a means of winning prestige, but a necessity for maintaining the large staffs and physical plants of the modern university.

With the tax revolts of the 1970's and the trend of decentralization that Naisbitt cites, federal money for research began to diminish. Of necessity, universities had to turn more and more toward the private sector for funding. Universities are now, more than ever before, courting business and industry. At the same time, they--the universities--are worried about their souls. Our General Session speaker, Barbara Newell, wrote a report on this dilemma for the Project on the Future of the State

Universities for the National Association of State Universities and Land Grant Colleges (1984). She states that in evolving partnerships with the private sector, both parties must realize that their values are different, and further, they must protect and maintain those values. Earnest Boyer, in the foreward to a Carnegie Foundation report (ACE?, 1985) on corporate education, echoes this:

> The unique missions of the nation's universities and colleges--to act as a moral force, to discover and transmit knowledge and larger meanings, to engage with integrity in the nation's service--must be preserved and strengthened (p. 130).

Having paid the necessary tribute to the higher purposes of the university, Newell and Boyer make it clear that courting business and industry--a cynic might even say pandering to them--is absolutely necessary. Reality demands it, they tell us.

I raise this issue for two reasons. First, those of us in Independent Study must accept the fact of the primacy of research, at least in the large state universities. Also here to stay, is the emphasis on forming "partnerships" with business and industry. If independent study offices are to survive on research-dependent campuses, they must find ways of supporting those emphases.

One way of doing this is to help the university extend its reach to business and industry, through the delivery of education and training. According to the Carnegie report cited above, estimates of corporate spending for employee education and training range from upwards of forty billion dollars annually. This approaches the total annual expenditure of all of the U.S.'s four year and graduate colleges and universities. Obviously, this is a field we should cultivate. However, we should not

count on doing this at all levels. Much of this activity is not really appropriate to the research-oriented university. Other agencies, such as community colleges, can handle most training functions better than we. Secondly, business and industry might not want us. They may see us as hopelessly old fashioned. According to the same Carnegie Report, Corporate Classrooms: The Learning Business, there is a danger that we may have already been bypassed. Industry is far advanced in the use of telecommunications and high-tech delivery systems. According to the report, "Someday soon, through new technology, almost any subject may be studied conveniently at the workplace or at home (p. 30)." Once again, it appears, distance education has been discovered anew, as if it had no past. Either the old technology we deal in is not regarded as effective, or, more likely, we did not do a good enough job in spreading our message. If we are not to be bypassed entirely and permanently in private sector education and training, we must redouble our efforts in the hope that we are not too late.

MODIFICATION OF THE WORK FORCE

This is an area that should present us with some extremely challenging opportunities. In our highly announced and much-applauded information age, we are--as a nation--producing a substandard work force. In a new book, Kozoll (1985) states that a full one-third of our population is functionally illiterate. Even Naisbitt takes an uncharacteristicly dark view of the situation, noting, "The generation graduating from high school today is the first generation in American history to graduate less skilled than its parents (p. 31)." He believes there will be a great demand for teachers to educate private sector employees, not just in

vocational training, but in basic learning skills. Clearly, this is a public that could be well served by the independent study method.

Beyond this basic level, we may finally have reached the age of the generalist. Almost all prognosticators say that we will all be changing both jobs and professions several times in our working life. Just last month I heard Malcolm Knowles say that the normal worklife now averaged two careers and by the turn of the century it will be up to four or five. Thus, according to this argument, too great an emphasis on specialized training is becoming relic of the passing age of short-term planning. The long-range perspective, with its emphasis on strategic planning, may bring about a return to an emphasis on general education. As Naisbitt puts it, "As a generalist, committed to lifelong education, you can change with the times (pp. 95-96)."

Frankly, I am skeptical. In my earlier life as a historian, I was impressed with the repeated failure of American business to make changes that were clearly in its long-term interests. Despite the current fadishness of strategic planning, I expect that this generation of managers will choose to--or be forced to--orient their operations to the short-range view of the bottom line. Their stockholders will demand it. Remember that this is a personal prejudice: I would like to be proven wrong. But in this age of hostile corporate takeovers, I do not see how it can be otherwise. Still, if the idea of a general education for service-oriented and other white collar workers does make a comeback, it should be beneficial to us. For general education is the greatest area of strength in the programs of most of us here.

Moving even higher up the educational ladder, let us briefly consider graduate education. One of the most persistent demands of corporations as

they look at possible sites for expansion is the availability of graduate-level work, particularly for their engineers, computer specialists, and management personnel. Newell cites this as a high priority matter for the Florida university system, for example. Kruh (1982) sees this as an area in which higher education has an "intrinsic responsibility" to expand, in order to be responsive to the needs of society for "strong technology, for more support services, and for cultural development (p. 90)." The Ph.D. will obviously always be a research-based degree. But more flexibility is possible at the master's level. Around the country a great deal of program development is taking place in this area, particularly in the professional schools.

Another factor makes expansion of graduate programs a real possibility. According to Kruh, fewer and fewer people will be able to afford the luxury of full-time graduate study. Colleges and graduate programs that want to survive will be forced to become more flexible. Part-time graduate programs for working adults could provide some real possibilities. And, I am well aware of how rigid and how traditional the graduate colleges are at most of our universities. But, if Kruh is right, they might be forced to compromise, thus opening the door for distance learning formats in graduate education. Joint efforts in the interest of economic development present opportunities for independent study to hurdle the traditional barriers.

There is already a great deal of use of distance education by professional schools, in fact. The most prestigious engineering colleges in the country--i.e., Stanford, MIT, Iowa State, and others have long used videotaped instruction at industrial sites. More and more are taking live televised instruction into plants and offices. Several medical colleges in

the Pacific Northwest use distance instruction, via videotape and teleconferencing, for parts of their programs. Most of us have missed out on this; the professional schools do it themselves. But working with professional schools is not impossible; it just seems that way sometimes. We can try to serve our universities through similar programs, or we can leave this field entirely to the professional schools.

PRODUCT CHANGES

How and when will "high-tech" delivery systems--telecommunications, if you prefer--permanently and irrevocably change independent study?

In 1981, The National Home Study Council convened a group of persons prominent in distance education and higher education. Their charge was to discuss the manner in which distance education would be changed by the year 2001. This group called itself the Green Chair Group and its report (1982) bears this name. In spite of some dissent, the members of the group did reach consensus on several points. Quoting from their report, "Printed correspondence course materials will be the key component in the D/E education package of 2001." Also, "Printed materials and lessons assignments will remain an integral part of D/E courses." But, the report also states that "Audio-visual devices will be sent to D/E students to be used in conjunction with printed course materials (p. 5)."

So far, this projection seems to be holding up. In a recent report the Zentrales Institute fur Fernstuchienforschung (ZIFF) (1985), which attempted a worldwide survey of distance education institutions, states that 96 percent of respondents said they used printed course units; 68 percent listed printed units as the most important component of their courses. I suspect that the Green Chair Group was essentially right; the

predominance of print material, as verified to date in the ZIFF study, will continue.

There are other opinions, of course. One Green Chair member states that telecommunications will be at least an equal partner with print in 2001. He goes on to predict, "The many independent movements in the development of electronic technologies will merge to provide the individual with a simple, convenient, and personal communications system (p. 22)." Needless to say, I disagree.

How many times have we all heard that some new technology was going to put us out of business? Our demise was said to be inevitable unless we got on board. This kind of talk started with radio, then television, then other media. The University of Mid-America (UMA), for example, was supposed to be the prototype of education in the future. The Adult Learning Listening Network was a radio-based consortium that promised to give a little more glamor and respectability, as the founders saw it, to correspondence study. Consortia like these, and many others, would make the considerable financial costs of conversion to telecommunications delivery bearable. Where are UMA and ALLN today? RIP. But surprisingly, I still see UMA touted as a model for cooperation and development by some enthusiasts. In a recent anthology on educational telecommunications (Purdy, 1983), author after author lauded UMA as a model. All were seemingly unaware that UMA was, at the very time they were writing, as dead as a doornail. As late as 1981, another author (Frenzel, 1981) predicted the death of correspondence study unless it modernized, recommending use of the videodisk, which "looks like a winner for education (p. 13)." I do not think I really need to comment at length on just what a bust this device has been. It may have a future in education, but certainly not in home study.

Who are these prophets of our doom? One of the Green Chair Group calls them the "techno-groupies." Stating that it is not traditionalists who have retarded the growth of educational technology toward viability, but "enthusiasts who are long on fervor and short on understanding (p. 88)." Quite simply, the "techno-groupies" have oversold one medium after another. Another Green Chair member attributes the current resistance to what he sees as a necessary modernization to the spectacular failures of televised instruction during the 1950's and 1960's.

The newest cause of the "techno-groupies" is a blue ribbon commission of prominent leaders from business and education, charged with developing a report on educational technology that will equal A Nation at Risk, the report of the National Commission on Excellence in Education. Terrel Bell, who established the commission as one of his last acts as Secretary of Education, told the members of this commission that new applications of instructional technology "will turn American education upside-down in the years immediately ahead (Audiovisual Center, 1985, p. 1) ." So, we have--or at least had--a "techno-groupie" at the highest level of American education.

On my campus, at least, the excitement about the upcoming report has been restrained, to say the least. The Director of our Broadcasting Service (Audiovisual Center, 1985, p. 1) is mildly hopeful, "assuming the report moves beyond the usual fascination with the technology itself . . ." The Dean of our College of Liberal Arts (p. 1), which enrolls over 18,000 of our 29,000 students, flatly states that, "Beguiling as the idea may be, technology cannot lead us to solutions for basic problems in education." I really agree with this point of view.

The techno-groupies, or at least some of them, are hopeful that technology can lead us to solutions to basic problems. One author suggests that we can use it to bypass the problems of illiteracy. "The average student," he says, "reads less because they [sic] can't or don't want to. As a result, home study's print orientation has hurt enrollments (Frenzel, 1981, p. 13) ." If it ever really turns out that university correspondence study has to be designed to compensate for illiteracy, I will cut my ties with it.

Correspondence educators are not inherently conservative and stingy. Not even me. As negative as I might sometimes sound about telecommunications and other electronic delivery systems, I believe their integration into higher education is inevitable, welcome, and not at odds with literacy. Where the techno-groupies have so far failed, it is primarily because of cost. Most electronic media still are not cost effective, especially for operations that are largely or wholly self-sustaining. One Green Chair member, Mike Lambert, summed the matter up very neatly: "The economics of distant education will be critical in determining format and delivery in 2001. The costs of development will dictate what mainstream Distant Education will be in 20 years (p. 9)." Correspondence educators will adopt new delivery systems as they become cost effective. If we are smart, and if we are permitted to manage our own operations, we will convert course development and administration to more sophisticated formats, keeping an eye on long-term gains. But we will regret it if we listen to the techno-groupies and sink our resources into nonproductive, cost-inefficient media.

OPERATIONAL CHANGES

Much of what I said about changes in products applies also to changes in operations. We will modernize as it becomes feasible, as we can afford to, and--if we are smart and able--with an eye to long-range planning.

As far as our internal regulations and operations go, I expect to see less--not more--standardization. We will, I believe, experiment with enrollment periods, instructor compensation, extension periods, grade recording procedures, and the like. Course sharing will become even less important than it is now. We will experiment with electronic mail; ultimately, it will become an integral part of our operations. But the conventional Postal Service mode will not die entirely by the turn of the century.

CHANGES IN PHILOSOPHY

This is the area in which the greatest and most profound changes in independent study will occur, I believe. One of the truisms of the modern literature on management is that if we want to survive, we must remember what business we are actually in. Naisbitt gives the example of the railroad barons, who mistakenly thought they were in the railroad business. Actually they were in the transportation business. Because of their error in perception, they did not survive. This lesson, it seems to me, is important to us. First of all, it is quite possible that not all of us are in the same business, so what I say about my business might not be applicable to yours.

At the University of Iowa, the Center for Credit Programs is in the higher education business, not the correspondence study business. If some other medium or format will serve better than conventional correspondence

study for a particular audience, we will use it. If the basic procedures for our correspondence program do not fit the needs of some population that is important to our university, we will make adjustments. For all of us, our curriculum must reflect our university's areas of interest and expertise, and its priorities. For example, it is presumptuous for us to talk about curriculum development ourside our university's emphases.

Many people in university-level continuing education have an ideological commitment to serving the previously underserved, society's "out" groups. This is indeed a noble effort. But unless we can get our universities to buy into this effort, whether for practical or ideological reasons, we would be wise to drop it. We should work counter to the purposes of our universities only as long as there is a good chance that we might change their orientation. It is foolish to persist in losing battles.

Lest we get too wrapped up in the ideology--and yes, even cliches--of adult education, let us remember that university-level correspondence study operates within a very traditional framework of prescribed curricula, time frames, grades, and degrees. More than others in continuing education, we serve the traditional audience of resident students in the eighteen to twenty-two-year-old audience, as well as the distant student.

We must grasp the essential fact that we are not inevitable in the lives of our universities. There is no guarantee that our day is coming, as so many of us seem to hope. The daydream of many persons in continuing education goes like this: When the crunch on enrollments and federal funds comes, the adult student, the part-time student, and the student at a distance from the university will become more important. Then we--adult and continuing educational professionals--will quickly ascend several steps

in the campus pecking order. Our vice presidents will apologize for having been beastly to us, and the voice of the turtle dove shall be heard throughout the land. Well, it is not going to work that way.

Universities are very conservative institutions. When threatened, they tend to retreat and take refuge in doing what they are most comfortable with. And that is not correspondence study. Diminishing resources will be reserved for the programs that the various administrations believe are central to the university's mission, not those on the periphery. If, for example, a university department should ever feel threatened by the correspondence study program, or some other continuing education program, it could easily "pull the plug (p. 60)," as one Green Chair Group member, Larry Keller, states. It could do this simply by refusing to recognize credits, probably under the guise of maintaining quality.

In calling around to several colleagues over the last few months, I have been impressed and encouraged to learn of many efforts to ensure quality and rigor in correspondence programs. Several schools are questioning standard practices. They are changing terms of enrollment, improving the rate of faculty compensation, and demanding better reviews of content and instructional quality by academic departments. This kind of activity is absolutely necessary to our very survival, I am convinced. However, although it is necessary, it is not sufficient. On university campuses, "quality" is often a code word for "tradition." We must go beyond quality.

What I am driving at is the concept of "institutional fit." We must do a better job of serving our universities. It is not enough--it may even be dangerous--to serve only those audiences that we have selected,

believing that they <u>should</u> be important to our universities. We must achieve a better status, and we must do it by proving our worth to the university by helping it solve problems that it--not we--perceives as problems. Those of us who do not do this will die. If you are skeptical, look around this room for the representatives of Loyola University. Or, consider the unhappy course of events at one of our current member institutions.

One of our former colleagues had severe political troubles at her institution. Happily, she found an excellent position, outside of continuing education, and left. She was replaced by a former secretary, who had just gotten a bachelor's degree. Independent study was moved out of continuing education and placed in direct line to, or under the thumb of, an Assistant Dean, the one who had been at odds with the new director's predecessor. The new director had little control over her own budget. Due in part to frustration, she quickly moved on. No search was held; the whole operation was turned over to her secretary, who had no college training at all. In the meantime, the Assistant Dean quit, and his position remained vacant for four months. The secretary--or now coordinator--obviously could do little in the way of course or program development. Correspondence study became little more than a maintenance operation. When coordinator's boss's position was finally filled, it took the new person two months to learn that correspondence study reports to him.

This program is vulnerable. If there should be some sort of crisis, it would seem unlikely that the university administration would feel any desire to back it up, bail it out, or do whatever was needed for its

survival. A quick sacrifice of an almost invisible program would be easy and likely.

What then does worth to the university mean? What kind of efforts to strengthen a correspondence study office's "institutional fit" would be in order? It sounds simpler than it is: Find the problems of importance to the university and help solve them. Chancellor Newell's interest in having her university system assist in her state's economic development efforts provides one example. Florida's university system responded to urgent requests from the private sector for graduate engineering programs. It did so through the standard kind of videotape program that I mentioned earlier. In this case it was implemented by the various colleges of engineering, but the fact remains that it is a variant of independent study. There have to be opportunities of this sort in your state. For example, in Iowa we are developing an advanced nursing course as one component of a program at a single off-campus site. It means that we are changing some of our normal correspondence study procedures for one course and a mere handful of students. But we are doing so in order to help our College of Nursing, and the University, solve a problem.

In one of our Independent Study Division meetings a couple of years ago, someone asked the question of just what is our mission? Is it to seek enrollments wherever they are? Is it, he asked, to enroll Nigerians in agriculture courses? When involved in development efforts it is not a bad idea to ask, "How does this particular course or program serve this university's interest?" This is not a bad yardstick.

A recent item ("University of Texas," 1985) in the Chronicle of Higher Education provides food for thought. Last year the University of Texas phased in a special writing program for all students rising to the junior

level. According to the plan of this program, students would complete written work related to their majors in this upper level composition class. That is, engineering students would have specialized classes, as would liberal arts students, as would business students, and so forth. There were to be 150 sections of this class; 50 full-time lecturers were hired to teach. According to the head of the English Department, the University is suspending this program because "it wasn't accomplishing its purpose." Students were enrolling in sections that fit their schedules, he said, not in those designed for their academic work areas.

So here we have a program suspended, not because it wasn't needed--it apparently was. In fact, it sounds like an excellent idea. Instead, a lack of imagination killed it. The program "failed" because of two very realistic, understandable concerns, scheduling problems and highly specialized course work. It obviously never occurred to the English department chairman that on his own campus there was an office highly skilled at dealing with students with scheduling problems and a need to fit specialized course work into their programs of study. It did not occur to him that he could have approached his colleagues in the Continuing Education division's independent study office to help him, the English Department, and the University of Texas solve a very real problem. Here is another instance of the university seeing both continuing education and independent study as somehow separate, capable of making no contribution to the real mission of the institution. I'll bet the independent study office and other personnel in continuing education could have helped set up a program of some sort that would have enabled all rising juniors at the University of Texas to receive specialized instruction in writing, based on projects derived from their own particular disciplines, to be taken at

convenient times. I do not mean to pick on anyone at the University of Texas. The response to this problem doubtless would have been the same at any of the three universities at which I have worked.

We must work toward a future for independent study in which other agencies of the university will seek us out to help solve institutional problems. The reverse side of the coin is also true. We must make ourselves known as agencies willing to help solve institutional problems. We cannot be content to just exist in our own ballpark on the periphery of the university.

Revising our role to more closely serve the needs of our universities may sometimes be uncomfortable. If we should try to assist in "strengthening partnerships with business and industry," as Newell and others say we must, it will necessitate our taking a more elitist view of our mission. The Dean of Extension at the University of California at Santa Barbara, Mary Walshock, states this case bluntly (Rockhill, 1983, pp. 212-221). She has abandoned the idea that Extension should be an advocate of students not served by the university. Instead, she believes, Extension's role, if it is to succeed, is to respond to "the university need for ties with business and industry for support." Further, "You need ties to the economic community to succeed in these days." By taking this entrepreneural approach, she has created a very successful Extension operation in a system in which most units, more oriented to traditional programming, are struggling. I would like to do both, serve the university and our traditional clients. But in order to do the latter, it will be necessary to put ourselves in a position to affect the university's priorities and its conception of its mission. Political strength can be gained only through strengthening our worth to our employers.

PREDICTIONS

Rather than summarizing, I would like to close with a few random predictions that did not fit neatly into the main body of my remarks. Please be assured that I know just how hazardous and uncertain a venture this is.

1. The image of correspondence study will continue to be a problem. Correspondence study has developed a second-rate image over the years. While it is largely undeserved, there have been enough cases of abuse, misleading advertising, and shoddy practices to give weight to the arguments of critics. The memory of matchbook advertising dies hard. Probably more of a factor on university campuses is plain old snobbery, the equating of "quality" with tradition. We must do all in our power to combat snobbery, but we will not overcome it, I'm afraid.

On the other hand, the techno-groupies on our campuses will continue to regard correspondence study as stodgy and old-fashioned, in need of electronic gadgetry to make it respectable. Unfortunately, some of these people are our deans and directors; Grantham (1982) comes to mind.

As far as the question of image goes, we are damned if we do, damned if we don't. We can work to minimize the image problem, but we will not overcome it.

2. Women will become even more important as potential students than they are now. More women are working, going to college, and combining work and college than ever before. A recent PBS survey of telecourse students reported that 66% are female. By the 1990's, the number of women earning bachelor's degrees in business will be <u>eight times</u> that of the 1960's.

3. Correspondence study will remain an ancillary enterprise at the university level. No issue divided the Green Chair Group more than this.

One stated a belief that the majority of Americans engaged in education would do so at a distance from the classroom by 2001. Actually, she was restating an old dream. In the 1890's William Rainey Harper stated:

> The day is coming when the work done by correspondence will be greater in amount than that done in the classrooms of our academies and colleges . . . (NHSC, p. 82)

Dave Mercer, who dug up that citation emphatically stated that such would never be the case. I fully agree. If hard times should ever make correspondence study a much more attractive option, the universities will, as Larry Keller suggested, "pull the plug."

4. Course production will remain largely a local matter. In the ZIFF survey cited earlier, 136 out of 203 responding organizations stated that their courses are parts of the curricula developed by their own organizations. Course sharing has almost ceased to be an issue among NUCEA schools.

I would like to close by restating my thesis: Those of us who survive will more closely reflect the priorities and missions of our universities. We will enjoy a better political status than we now have. We will not be at the top of the university pecking order, but we will be better off than is now the case.

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